
CAREER AND EDUCATION DEVELOPMENT

Career and education development helps all students gain the knowledge, skills, and behaviors to interact with others, set goals, and make decisions related to career, college, and citizenship. Success in the twenty-first century differs significantly from the twentieth century model. Lifelong employment with a single employer has virtually vanished. Success today is increasingly dependent on a sophisticated knowledge base, the ability to enhance that base, to collaborate, to self-direct, and to adapt to change. Individuals will need to adapt their goals and decisions over their lifetimes in relation to school and workplace requirements and personal responsibilities. As part of career and education development, students must see education as a continuous lifelong process that will prepare them for and make them adaptable in a complex, information-rich, and fast-changing world.

Embed Career and Education Development Instruction - The knowledge, skills, and behaviors outlined in Career and Education Development Standards are essential for all students. It is important that the knowledge, skills, and behaviors of career and education development be connected to the context of schools, career, and community. Although stand-alone courses in career and education development may serve to help students focus on career, college, and citizenship goal, all content areas need to embed career and education standards to enable students to make the connection between content areas schoolwork, and career, college, and citizenship goals. School administrative units should determine the most appropriate content areas and school settings in which to embed these standards.

OUTLINE OF CAREER AND EDUCATION DEVELOPMENT STANDARDS AND PERFORMANCE INDICATOR LABELS

A. Learning about Self-Knowledge and Interpersonal Relationships

1. Self-Knowledge and Self-Concept
2. Beliefs and Behaviors that Lead to Success
3. Interpersonal Skills
4. Career and Life Roles

B. Learning About and Exploring Education, Career, and Life Roles

1. Relationships among Learning, Work, the Community, and the Global Economy
2. Skills for Individual/Personal Success in the 21st Century
3. Education and Career Information

C. Learning to Make Decisions, Plan and Create Opportunities, and Make Meaningful Contributions

1. The Planning Process
2. Decision-Making
3. Influences on Decision-Making
4. Societal Needs and Changes that Influence Workplace Success

A. **Learning About Self-Knowledge and Interpersonal Relationships:** Students identify, demonstrate, analyze, and evaluate:

- self-knowledge related to interests, skills, work, and school;
- positive personal traits, attitudes, beliefs, behaviors, *habits of mind*, and experiences that lead to success in school, work, and community;
- their ability to build and maintain a positive *self-concept*; and
- their ability to develop and recognize the positive *interpersonal skills* that effectively influence work and relationships with others.

Although the performance indicators of Career and Education Development identify specific levels of performance at each grade span for the purpose of assessment, students at all grade spans should have opportunities to identify, demonstrate, analyze, and evaluate.

A1 Self-Knowledge and Self-Concept

Performance Indicators & Descriptors			
Pre-K-2	3-5	6-8	9-Diploma
Students identify interests, skills, and <i>habits of mind</i> that build a positive <i>self-concept</i> .	Students identify and demonstrate interests, skills, <i>habits of mind</i> , and experiences that build and maintain a positive <i>self-concept</i> .	Students explain how interests, skills, <i>habits of mind</i> , and experiences support and maintain a positive <i>self-concept</i> .	Students reflect on and/or analyze interests, skills, <i>habits of mind</i> , and experiences to maintain a positive <i>self-concept</i> and to aid them in making career and life decisions. a. <i>School-to-school</i> decisions. b. <i>School-to-work</i> decisions.

A2 Beliefs and Behaviors that Lead to Success

Performance Indicators & Descriptors			
Pre-K-2	3-5	6-8	9-Diploma
Students identify and demonstrate the skills, behaviors, and attitudes that lead to success in schoolwork.	Students make choices about and demonstrate behaviors that lead to success in schoolwork.	Students analyze how positive and negative personal traits, choices about behaviors, and the belief that one can successfully complete tasks/goals affect success in school.	Students demonstrate and evaluate strategies to improve their personal traits, behaviors, and the belief that one can successfully complete tasks/goals required for success in career and school. a. <i>School-to-school</i> decisions

Learning Results: Parameters for Essential Instruction

Words in *blue italics* are defined in the glossary available online at <http://www.maine.gov/education/lres/review/glossary.pdf>

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Performance Indicators & Descriptors			
Pre-K-2	3-5	6-8	9-Diploma
			b. <i>School-to-work</i> decisions

A3 Interpersonal Skills

Performance Indicators & Descriptors			
Pre-K-2	3-5	6-8	9-Diploma
<p>Students identify social skills that influence interpersonal relationships in positive ways.</p> <ul style="list-style-type: none"> a. Getting along with others b. Respecting differences c. Working as a member of a team d. Managing conflict e. Accepting/giving/using constructive feedback f. Accepting responsibility for personal behavior g. Demonstrating ethical behavior h. Following established rules/etiquette for observing/listening i. Demonstrating safe behavior 	<p>Students identify decisions and demonstrate behaviors that reflect positive <i>interpersonal skills</i> and lead to success in school or community.</p> <ul style="list-style-type: none"> a. Getting along with others b. Respecting diversity c. Working as a member of a team d. Managing conflict e. Accepting/giving/using constructive feedback f. Accepting responsibility for personal behavior g. Demonstrating ethical behavior h. Following established rules/etiquette for observing/listening i. Demonstrating safe behavior j. Dealing with peer pressure 	<p>Students demonstrate behaviors that reflect positive <i>interpersonal skills</i> and analyze how positive <i>interpersonal skills</i> lead to success in a variety of school, work, and community settings.</p> <ul style="list-style-type: none"> a. Getting along with others b. Respecting diversity c. Working as a member of a team d. Managing conflict e. Accepting/giving/using constructive feedback f. Accepting responsibility for personal behavior g. Demonstrating ethical behavior h. Following established rules/etiquette for observing/listening i. Demonstrating safe behavior j. Dealing with peer pressure 	<p>Students demonstrate behaviors that reflect positive <i>interpersonal skills</i> and evaluate successful strategies that improve positive <i>interpersonal skills</i> in ways that lead to success in a variety of school, work, and community settings.</p> <ul style="list-style-type: none"> a. Getting along with others b. Respecting diversity c. Working as a member of a team d. Managing conflict e. Accepting/giving/using constructive feedback f. Accepting responsibility for personal behavior g. Demonstrating ethical behavior h. Following established rules/etiquette for observing/listening i. Demonstrating safe behavior j. Dealing with peer pressure

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A4 Career and Life Roles

Performance Indicators & Descriptors			
Pre-K-2	3-5	6-8	9-Diploma
Students identify and discuss <i>career roles</i> .	Students identify and explain the influences that <i>career and life roles</i> have on each other and on success in school or community.	Students develop and demonstrate positive strategies that aid in accomplishing tasks, creating <i>balance</i> among their <i>career and life roles</i> , and reducing stress. <ul style="list-style-type: none"> a. Time management b. Goal-setting c. Resource management 	Students demonstrate and evaluate successful strategies for accomplishing tasks, <i>balancing career and life roles</i> , and reducing stress in a variety of school, work, and community settings. <ul style="list-style-type: none"> a. Time management b. Goal-setting c. Resource management

B. Learning about and Exploring Education and *Career and Life Roles*: Students identify, demonstrate, analyze, and evaluate:

- An understanding of the relationship between education and work, especially how learning new skills and educational achievement lead to increased work options and success with personal career and life goals; and
- the ability to identify and use education and career information for lifelong learning to achieve success.

Although the performance indicators of Career and Education Development identify specific levels of performance at each grade span for the purpose of assessment, students at all grade spans should have opportunities to identify, demonstrate, analyze and evaluate.

B1 Relationships Among Learning, Work, the Community, and the Global Economy

Performance Indicators & Descriptors			
Pre-K-2	3-5	6-8	9-Diploma
Students identify and demonstrate study habits, attitudes, and behaviors that lead to successful relationships.	Students explain how success in school supports their ability to positively contribute to school, home, and community.	Students explain how educational achievement and lifelong learning lead to increased participation in school, work, community, and the world.	Students evaluate strategies for improving educational achievement, increasing participation as an involved citizen, and increasing work options and earning potential in a 21 st century global economy.

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B2 Skills for Individual/Personal Success in the 21st Century

Performance Indicators & Descriptors			
Pre-K-2	3-5	6-8	9-Diploma
Students identify <i>literacy</i> and <i>numeracy</i> as skills that lead to improvement and success in the classroom.	<p>Students identify and describe skills that lead to student learning and success in the classroom, and the achievement of schoolwork, career, and personal life goals.</p> <ul style="list-style-type: none"> a. Literacy skills b. <i>Numeracy</i> c. <i>Critical thinking</i> skills d. <i>Information and communication technology (ICT) literacy</i> e. <i>Interpersonal skills</i> f. Other academic skills and knowledge 	<p>Students analyze their skills in relation to those that lead to learning and success in the classroom, and the achievement of schoolwork, career, and personal life goals.</p> <ul style="list-style-type: none"> a. Literacy skills b. <i>Numeracy</i> c. <i>Critical thinking</i> skills d. <i>Information and communication technology (ICT) literacy</i> e. <i>Interpersonal skills</i> f. Other academic skills and knowledge 	<p>Students evaluate strategies to improve skills that lead to lifelong learning and success in the classroom, and the achievement of <i>schoolwork</i>, work and career, and personal life goals.</p> <ul style="list-style-type: none"> a. Literacy skills b. <i>Numeracy</i> c. <i>Critical thinking</i> skills d. <i>Information and communication technology (ICT) literacy</i> e. <i>Interpersonal skills</i> f. Other academic skills and knowledge

B3 Education and Career Information

Performance Indicators & Descriptors			
Pre-K-2	3-5	6-8	9-Diploma
Students identify and locate information resources at home, at school, and in the community that improve study habits, schoolwork, or educational achievement.	Students identify and locate different types of career and educational information resources and use them to explore school and career choices.	Students locate and analyze the use of different types of resources, including <i>occupational information</i> and <i>labor market information</i> , to explore <i>post-secondary education, training</i> , and career choices.	Students use previously acquired knowledge and skills to evaluate and utilize a variety of resources to articulate a plan and make decisions for <i>post-secondary education, training</i> , and career choices.

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- C. Learning To Make Decisions, Plan and Create Opportunities, and Make Meaningful Contributions: Students identify, demonstrate, analyze, and evaluate:
- the main components of the *planning process*;
 - their ability to balance career, college, and citizenship roles;
 - their ability to apply successful strategies for effective decision-making; and
 - their ability to analyze the influence of diverse and changing societal and global economic needs on personal decision-making and career and education planning/success.

Although the performance indicators of Career and Education Development identify specific levels of performance at each grade span for the purpose of assessment, students at all grade spans should have opportunities to identify, demonstrate, analyze and evaluate.

C1 The Planning Process

Performance Indicators & Descriptors			
Pre-K-2	3-5	6-8	9-Diploma
Students identify and give examples of how they make choices and set personal goals for school.	Students identify the parts of the <i>planning process</i> that assist in making choices. <ul style="list-style-type: none"> a. Self-knowledge b. Information and resources about career and educational options c. Decision-making skills 	Students explain how the parts of the <i>planning process</i> assist in the exploration of education and work opportunities, and serve as tools for setting short-term and long-term goals. <ul style="list-style-type: none"> a. Self-knowledge b. Looking for and creating personal career options c. Decision-making skills 	Students use the <i>planning process</i> to make <i>school-to-school</i> and <i>school-to-work</i> decisions. <ul style="list-style-type: none"> a. Self-knowledge b. Looking for and creating personal career options c. Decision-making skills

C2 Decision- Making

Performance Indicators & Descriptors			
Pre-K-2	3-5	6-8	9-Diploma
Students identify experiences and behaviors that reflect decision-	Students identify behaviors and decisions that reflect positive and	Students compare and apply different models for decision-	Students determine and apply effective decision-making

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Performance Indicators & Descriptors			
Pre-K-2	3-5	6-8	9-Diploma
making at school.	negative consequences in school.	making including the <i>rational, intuitive, and consultative models</i> for setting short-term and long-term goals in career and education.	strategies for accomplishing short-term and long-term goals related to <i>school-to-school</i> and <i>school-to-work</i> decisions.

C3 Influences on Decision-Making

Performance Indicators & Descriptors			
Pre-K-2	3-5	6-8	9-Diploma
Students identify people and experiences that influence decision- making in various settings.	Students identify behaviors that influence decision- making in various settings.	Students identify behaviors that influence career and education decision- making.	Students examine sources of information that influence their career and education decision-making.

C4 Societal Needs and Changes that Influence Workplace Success

Performance Indicators & Descriptors			
Pre-K-2	3-5	6-8	9-Diploma
No performance indicator.	No performance indicator.	Students identify and explain how diverse and changing societal and global needs, including economic needs, influence personal decision-making.	Students analyze and evaluate strategies for addressing diverse and changing societal and global economic needs that influence personal decision- making for workplace success.

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